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ABSTRACT

In the changed international climate following September 11, international education, which includes teaching and research with a global perspective as well as programs that allow students and faculty to travel, is more important than ever. This issue reviews different components of successful international programs so that board members and presidents, working through such bodies as the board's academic affairs and student affairs committees, may determine the approach that best suites their own institutions. Any credible effort to put into effect a strategic plan's commitment to internationalism should address these components: (1) teaching cross-cultural understanding; (2) promoting foreign language fluency; (3) encouraging faculty to develop international curricula; (4) supporting efforts to bring foreign students and faculty to U.S. campuses; and (5) creating study-abroad programs for Americans. The proliferation of study-abroad providers has made the questions of academic quality and integrity increasingly challenging. Institutions must work to ensure that credits are transferable, that financial aid is available, and that the health and safety of students in study abroad programs are ensured. Some case studies and examples of successful programs illustrate approaches that have worked for institutions with a commitment to international education. Also described is the Community College International Recruitment Initiative of the American Association of Community Colleges. (SLD)

International Education in an Altered World

Karen Jenkins

Priorities n19 Sum 2002

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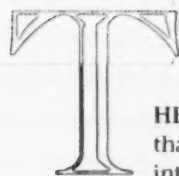
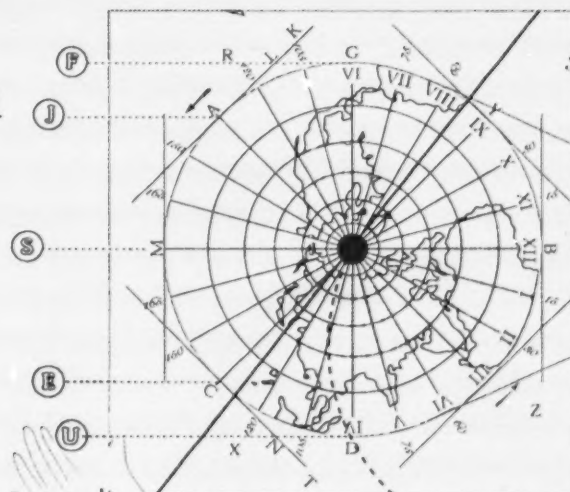
Priorities



A membership service of the Association of Governing Boards to help trustees and chief executives identify and address strategic policy issues.

International Education In an Altered World

BY KAREN JENKINS



THE EVENTS OF SEPTEMBER 11, more than any other force in recent history, have intensified scrutiny of America's international education programs—while also underscoring their importance. The devastating terrorism sparked debate among policymakers and forced colleges and universities to reevaluate

the safety and effectiveness of programs that send American students and faculty abroad or that bring foreign students and faculty here.

What remains unaltered to those

of us in this field is the value of an international approach to higher education in the 21st century. Colleges and universities will continue to have an important responsibility to enhance international understanding as a foundation for public diplomacy. International education—which includes teaching and research with a global perspective as well as programs that allow students and faculty to travel—will continue to open the minds of students to new ideas and cul-

tures and prepare them for global citizenship. International exchange programs, cross-cultural faculty training, globalized curriculum development, and campus initiatives to integrate foreign students will continue to help American institutions create a dynamic, diverse, and less parochial college experience.

"Our mission is more important than ever," says Allan E. Goodman, president of the New York City-based Institute of International Education (IIE). "When more international students are given the chance for meaningful study and opportunities to gain an appreciation of our society, there will be less hatred of America and misunderstanding of our values and way of life. Educational exchange helps make the world a safer and more secure place."

The direct impact of U.S. international programs on lives and careers is sizable: More than 547,000 foreign students and scholars currently reside on U.S. campuses, a tribute to the solid reputation for quality our institutions enjoy around the world. A less impressive, but still substantial number of 143,500 American stu-

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Boards evaluating international programs—here and abroad—have financial, educational, and safety issues to consider.

Even when an institution's mission statement incorporates a global perspective, there often is little connection between the statement's noble language and the practicalities of running an international education program.



dents studied abroad in 2000-01. Equally noteworthy is the impact of cross-border learning programs on institutional budgets, research efforts, pedagogy, and branding.

The agenda for advocates is to broaden and deepen the reach of these existing programs. "The nation must commit itself now to providing all students with the kinds of knowledge it once provided to only a few—a powerful, deep-rooted understanding of other languages, diverse cultures, and global issues," says an American Council on Education (ACE) report, *Educating Americans for a World in Flux*. "This kind of competence needs to be provided not as something extra in the curriculum but as an integral part of the educational experience."

For board members, the issue is twofold: whether such programs are a high priority for their institution, and if so, how to ensure their quality. Too often, the approaches of colleges and universities to international education in an age of globalization are haphazard, ad hoc, and scattered too widely around campus. Even when an institution's mission statement incorporates a global perspective, there often is little connection between the statement's noble language and the practicalities of running an international education program.

Trustees, presidents, and administrators face competing priorities and other pressing issues that make it easy to marginalize such initiatives, but many of us argue that now is the perfect time to step up support for efforts to launch, expand, or improve international education programs.

This issue of *Priorities* reviews differing components of successful international programs so that board members and presidents, working through such bodies as the board's academic affairs and student affairs committees, may determine the approach that best suits their own institutions.

Venerable Antecedents

Foreign travel for purposes of study has a long-recorded history. In ancient times, scholars in Egypt, China, Greece, and North Africa welcomed learned colleagues from far-flung regions as they journeyed to important libraries and exchanged knowledge. Since their founding in the 12th century, the great universities in Bologna, Paris, Oxford, and elsewhere helped shape the intellectual life of all of Europe. Scholars such as Peter Abelard and Franciscus Gratianus were international figures in their day, attracting students from across the continent to their tutelage.

In today's global village, with its instant communication and economic interdependence, such cross-cultural fertilization is all the more vital. This is particularly true for citizens of the United States, the world's economic, military, and cultural superpower. Ann Kelleher and Laura Klein, authors of *Global Perspectives: A Handbook for Understanding Global Issues*, argue that citizens must make an effort to be educated about global issues because interest groups and the news media too often present one-sided arguments that provide little background information, historical context, or different perspectives. For the average U.S. citizen, they say, world problems with long-standing roots seem to erupt suddenly as major events. Kelleher and Klein believe that "understanding world events involves knowing what perspectives are being applied."

Take the issue of second languages. Many of our nation's critics overseas complain that the United States has taken in millions of people who speak thousands of languages and dialects, yet it has used its education system to forge a nation of monolingual citizens. The effect is to define the term "bilingual education" to mean teaching techniques that encourage students to abandon their first language in order to fit in socially. Most

Questions for Boards

- Is there general enthusiasm on your campus for an international approach to higher education?
- Would an enhanced commitment to international programs fit well with your mission? Your strategic plan?
- How much of your institution's tuition revenue comes from foreign students?
- Do you believe that enough members of your faculty know foreign languages?
- Is the number of students taking foreign languages at your institution growing?
- Are there adequate numbers of faculty on your campus who were raised in cultures outside the United States?
- Are international themes adequately present in your institution's curricula?
- Does your institution set student-learning goals centering around international themes?
- Do comparatively large numbers of your students express interest in study abroad?
- Have enough of your faculty members traveled, lived, and worked abroad?
- Are you prepared to make the necessary financial commitment to making student aid transferable to institutions overseas?
- Is your board prepared to assume the requisite liability for potential administrative negligence that might threaten the health and safety of your students in study-abroad programs?



of the world understands "bilingual" to mean fluency in more than one language.

No one pretends that all American colleges and universities can or should be equally committed to an international approach. Some institutions have pursued it since their founding, while others have embarked on a commitment only recently. Some are extremely devoted; others have budget constraints. Even so, what may begin as a modest initial commitment eventually can lead to a variety of international activities that permeate a campus. Most often, the keys to progress are high-level administrative support, faculty initiative, and strategic guidance from the board of trustees.

Components of a Good Program

Any credible effort to put into effect a strategic plan's commitment to internationalism

should address five basic components: (1) teaching cross-cultural understanding, (2) promoting foreign-language fluency, (3) encouraging faculty to develop international curricula, (4) supporting efforts to bring foreign students and faculty to U.S. campuses, and (5) creating study-abroad programs for Americans. Starting any of these components from scratch may at first seem daunting. But any reluctance can be overcome with the inexpensive and important first step of assessing the current international strengths of the campus, particularly the faculty.

The assessment might begin by identifying faculty, administrators, and staff who speak other languages. An inventory of courses that have an international focus or component can lead to development of a catalog of international education strengths and achievements that

Case Study

Austin College and a Taste of the Pacific Rim

At commencement in May 2002, more than 70 percent of the students who crossed the stage to receive their degree from Austin College President Oscar C. Page had studied abroad at some point in their four years.

This enviable achievement has put Austin College, located in Sherman, Tex., among the top baccalaureate schools in sending students abroad. For the past 25 years the administration and trustees have steadily increased the number of students able to study in a variety of locations around the world by allowing students to use all the financial aid they are awarded for their study abroad. Not all institutions make financial aid portable [see page 9].

Founded by the Presbyterian Church in 1849 with a mission to educate students to "prepare them for productive and meaningful lives in an increasingly complex world," Austin encourages its fac-

ulty to take students abroad during January term and uses study-abroad program providers for year, semester, and summer programs.

This past January, Austin faculty taught their students in Senegal, Cuba, Germany, Canada, and Costa Rica. Austin also sends its students on programs organized by providers to countries such as Australia, Mexico, Spain, Japan, Israel, Argentina, Scotland, and Ireland.

Many of the alumni who became trustees had studied abroad while students at Austin and understand the importance of the experience. Support for international education comes from leaders who are now in banking, commerce, manufacturing, the arts, and social services. People whose careers were shaped by their international experience are now dedicated to ensuring that current and future students have similar advantages.

Despite being a small, traditional-looking campus, Austin College has ambitious plans for expanding in Asia. The initial step was a January term students spent in Mongolia and Hong Kong several years ago, which led to the establishment of a "minor" in Asian Studies. Stephen Cooper, Austin's director of international education, says the college is planning to host an Asia Week with "nonstop activities from speakers, to meals, to museum visits, to films. This small college in Texas is pushing itself into the Pacific Rim."

While each college and university must shape a unique approach and timetable to international education and especially study abroad, Cooper believes that "Austin College offers a model for the commitment of trustees and administrators to set goals that spring from mission and translate into study-abroad programs that change the lives of students."

may make it clear that the college or university already has the makings of an international program—however modest—before implementing a comprehensive strategy.

1. Teaching cross-cultural understanding. There are many ways to educate students for global competence. The kind of deep understanding that U.S. institutions should aim for requires an approach that integrates various techniques, programs, and activities into a coherent whole that reflects the institution's mission.

Educating students for global competence may include intensive classroom exploration of foreign cultures, foreign-language course requirements, a diverse campus that includes ample numbers of U.S. minorities and foreign students, internships abroad or at international institutions within the United States, electronic communication with classrooms in other countries, and study abroad. The aim should be to equip

each student, regardless of whether he or she has studied abroad, with an ability to grasp concepts that shape our world; to view issues and solutions from the perspective of a person with a different culture, language, and history; and to see how each citizen's choices affect others around the corner and across the globe.

2. Promoting foreign-language fluency. On April 6, 2001, nearly six months before the terrorist attack on America, the *New York Times* reported a serious shortage of linguists for key U.S. government security positions. For example, the 140 college students who graduated in 2000 with degrees in Chinese overshadowed the mere nine students who majored in Arabic. Officials in law enforcement and intelligence spoke of "an increasingly dire lack of foreign-language expertise that is undermining national security."

Aside from helping to meet national security needs, a second language helps define a well-

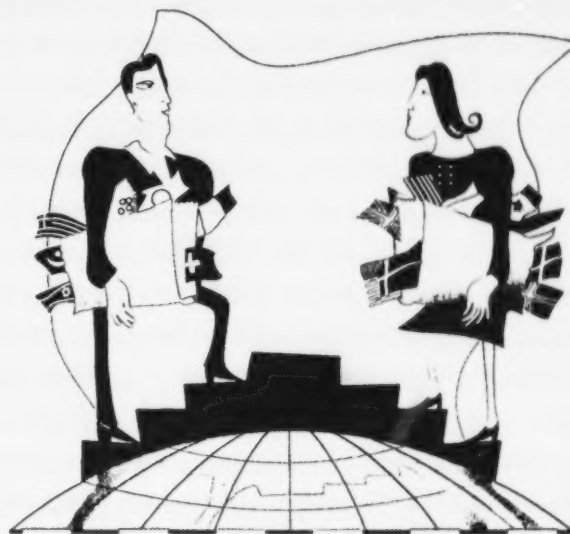
rounded and educated person. Americans traveling in Western Europe often are often amazed to hear people switch easily from their native language to English and then to a third language. Train conductors, university officials, and shopkeepers routinely are bilingual, drawing on English learned in primary school. Across the African continent, people speak their mother tongue and at least one major European language.

In our country, however, the number of students studying foreign languages is minimal. In the 1999-2000 academic year, only 8.2 percent of course enrollments in U.S. colleges and universities were in foreign-language classes. The Modern Language Association, which tracks language enrollment through surveys of college and university registration offices, showed in its most recent (1998) study that Spanish is the most widely taught language, accounting for half of course enrollments. French, German, Italian, Japanese, Chinese, and Russian represent a combined percentage of 38.5. That leaves about 11.5 percent of all registrants studying the remaining languages, which includes students taking ancient Greek and Latin, Arabic and Farsi, modern and biblical Hebrew, and American Sign Language.

Some of the less commonly taught languages with "high" enrollments were Hindi (831 students), Hindi-Urdu (448), Armenian (325), Indonesian (223), Czech (194), and Egyptian (52). Two languages, Georgian and Albanian, are reported to have had attracted only one registration for academic credit in the year studied.

The costs of adding these languages to the curriculum through traditional instructional approaches built around permanent faculty positions can be overwhelming. Depending on the size and location of a campus, it may not be economically practical to create language programs that cater to just two or three students.

Yet Montana State University overcame this obstacle by developing a new approach to providing instruction in less commonly taught languages. MSU's Arabic Language and Middle East/North Africa Cultural Studies Program provides a rich combination of faculty expertise, distance-education technologies, visiting foreign students, and study-abroad opportunities. A consortium of universities developed specifically for the project delivers the instructional



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program. [See the sidebar on page 6.]

3. *Encouraging faculty to develop international curricula.* Institutions that send a clear signal to faculty that their active participation will bring tangible rewards in salary, tenure, and promotion are most likely to nurture international programs while adding to career satisfaction. Faculty members from all disciplines who contribute to such efforts should be encouraged and rewarded if they speak other languages, help develop an international curriculum, teach classes that are infused with a global perspective, present papers at international conferences, engage in international research projects, host international scholars, advise international students, take sabbaticals abroad, receive international grants or fellowships, or attend short-term international seminars.

The University of Missouri-Columbia instituted a comprehensive faculty-development program that in its first three years of operation developed or revised 118 courses around an international focus. More than 4,000 students now are part of the university's Global Scholar Program. The president and the chief academic officer of the multicampus system boast strong

international backgrounds and actively promote international initiatives.

It also is effective for faculty members to share the international approach with one another. My organization, the Brethren Colleges Abroad, for example, recently helped organize a successful workshop to boost the international program at Elizabethtown College in Pennsylvania. "Faculty confidence to tackle what seems like an enormous task of infusing the curriculum with a global perspective is boosted when they can see and celebrate the international skills that colleagues possess," says JoAnn Wallace, a dean from nearby Juniata College, who facilitated the workshops.

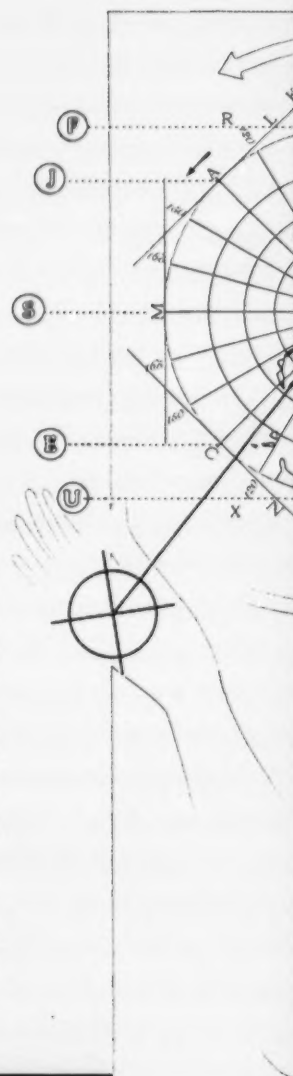
4. *Supporting efforts to bring foreign students and faculty to U.S. campuses.* Tough talk and legislation from Congress in the wake of September 11, along with embarrassing student-visa tracking delays by the Immigration and Naturalization Service, have called into question long-standing efforts to welcome foreign students and scholars to study at American colleges and universities. [See the box on page 8.]

"It is worth remembering the significant benefits that openness to foreign students and scholars brings to our nation," says Marlene

Johnson, executive director of the Washington-based NAFSA: Association of International Educators. She cites the goodwill created by world leaders who were educated in the United States, America's world preeminence in the sciences that is directly related to an openness to scientific exchanges, and the ways that contact with foreign students and scholars deepens Americans' understanding of other countries.

The Fulbright Program has long been considered America's flagship educational exchange program. It was proposed in 1945 by Senator William J. Fulbright (D-Ark.) to foster "mutual understanding between the people of the United States and the people of other countries of the world." Fulbright grants have permitted more than 42,000 American and foreign academics to teach and conduct research at universities here and around the globe. During the 2000-01 academic year, 800 scholars visited the United States on Fulbrights.

Add to that the 547,867 students and scholars who came here on their own last year to take advantage of excellent colleges and universities, and you have a robust international education effort (not to mention a substantial contribu-



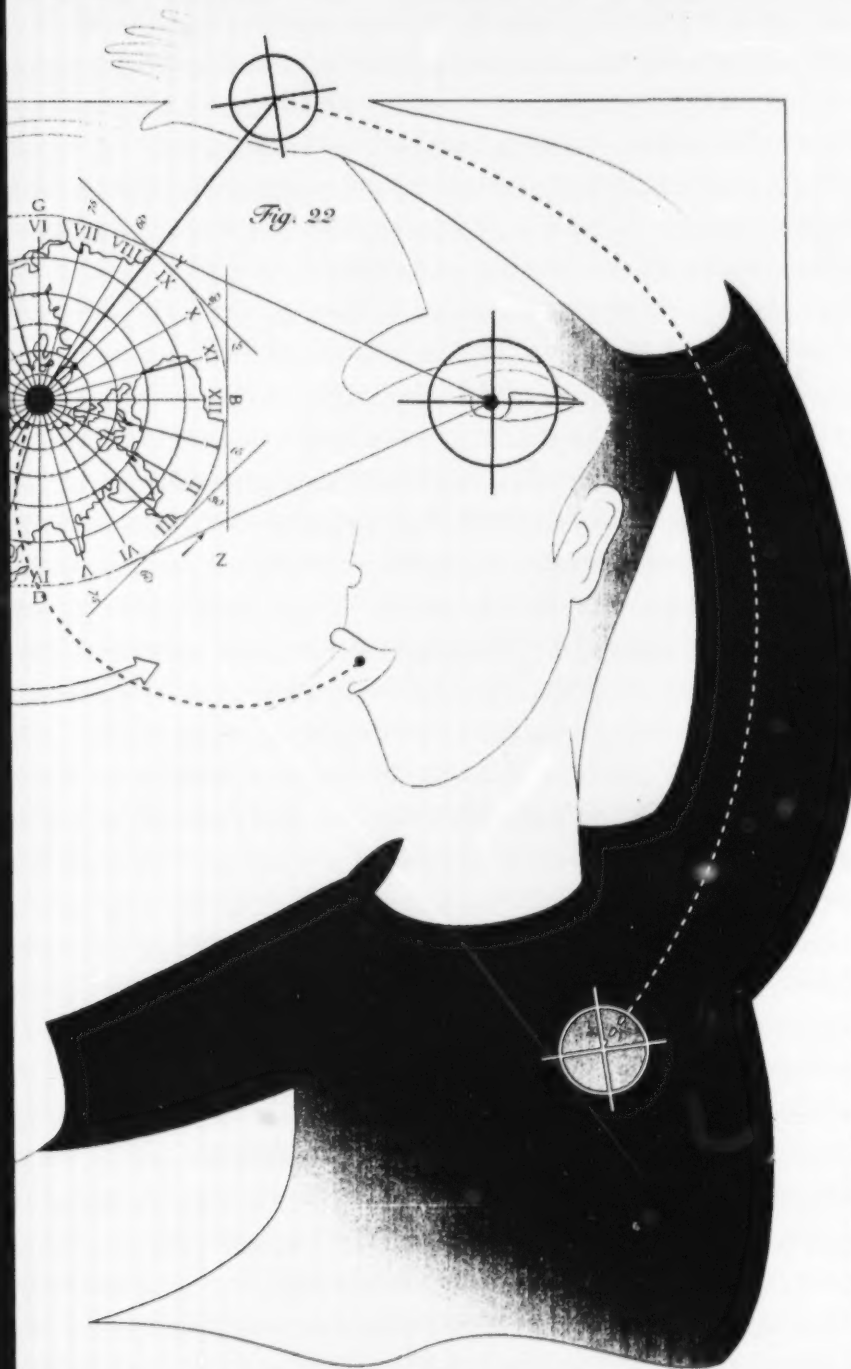
Consortia for Study Abroad

Study-abroad programs lend themselves to consortial arrangements as a way to effectively pool resources among higher education institutions. In addition to making it possible to undertake enterprises abroad that are beyond the resources of any one member, a consortium makes an institution's location in the United States less important than the location of the program overseas. Consortia also ease the creation of diverse student bodies, something many U.S. institutions still struggle with. A diverse student body sent abroad shows the host country that the United States can be represented by many different kinds of people.

A unique consortial approach to study

abroad is the Global Partners Project, a collaboration among three consortiums, the Associated Colleges of the Midwest, the Associated Colleges of the South, and the Great Lakes Colleges Association. With a total membership of 41 liberal arts colleges, the Global Partners Project is designed to reconceive existing study-abroad programs through increased collaboration and to develop new models that address shared problems with greater resources and efficiency.

The project is divided into six major task forces, each with a different mission. It uses a regional focus that covers Central Europe with an emphasis on Russia and the Czech Republic,



Kenya in East Africa, and Turkey. Each of the three consortia, which already had programs in one of the three geographic areas, is the coordinating administrator for the region of their expertise.

The triconsortial project brings together presidents, deans, faculty, study-abroad advisers, and other campus officials as well as students in appropriate groupings to learn to work together in new ways to solve problems, network, and share resources.

tion to institutional revenues). Making up 3.8 percent of the total enrollment in American colleges and universities, foreign students and scholars are estimated to have contributed more than \$11 billion to the U.S. economy in 2000-01.

Beyond the monetary considerations, educational exchanges serve as an important mechanism for enhancing the U.S. image abroad. Indeed, many of the world leaders with whom the United States has joined in coalitions to confront terrorism have participated in exchanges sponsored by the U.S. government.

With growth in the number of foreign students on U.S. campuses, boards should make sure their institutions have strategies for recruiting these students and for setting goals for their appropriate numbers. Efforts should be made to recruit undergraduates in addition to the graduate students at research institutions who account for most of the current foreign student population. In addition, it is important to integrate these foreign students in the academic and social life of the campus to take advantage of their special perspectives.

5. Creating study-abroad programs for Americans. Programs that send U.S. students overseas provide the most visible and tangible evidence of institutional commitment to international education. During the 2000-01 academic year, 143,590 students studied abroad for academic credit, according to "Open Doors," an important annual report on international educational exchange produced jointly by the Institute of International Education and the U.S. State Department. This represents a rise of 61 percent over the past five years, and a dramatic 11 percent rise from the previous year.

A recent survey by ACE's Center for Institutional and International Initiatives yielded some astonishing results. Nearly 98 percent of incoming freshmen said they studied a foreign language in high school, and 60 percent said they intend-

ed to study one in college. More than 70 percent said their college or university should offer study-abroad programs, and nearly half said they expected to study abroad. Perhaps most important, more than 60 percent said they were interested in international education to acquire career-related experiences.

Clearly, student expectations for access to international education and study abroad contrast sharply with the actual number of students who later enroll in a college or university that values and promotes such programs. Boards can trigger discussions on their own campuses to learn why there is a disconnect. Is it because the students just lose interest or because of obstacles the institution places in their paths?

Institutional leaders seeking to give their schools a distinctive image and a marketing edge might examine some international education success stories—St. Olaf College in Minnesota, DePauw University in Indiana, and Grand Valley

State University in Michigan, to name a few. All three have steadily increased the number of students going abroad for academic credit to the point where the schools are marketed as international institutions able to offer students a global perspective.

The United States continues to lag behind other countries in the numbers of students it sends to study in foreign cultures, according to "Open Doors." In the past academic year, for example, China sent 59,939 students to the United States, but we sent a mere 2,949 students to the People's Republic. Japan sent 46,497 to the United States, while we sent only 2,679 students to Japan. (The largest portion of outbound U.S. students, some 62 percent, studied in Western Europe, the destination of choice being Britain, followed by Spain, Italy, and France.)

Nor are Americans studying abroad for as long as their foreign counterparts. "Open Doors" reports that 90 percent of U.S. students who go

New Rules on Tracking Foreign Students

Whatever their commitment to international education, all U.S. colleges and universities have new responsibilities in their handling of foreign students under the federal USA Patriot Act, which was enacted soon after the September 11 terrorist attacks. The law established new guidelines for monitoring international students and rewrote long-standing policy on disclosure of individual student records.

Under regulations being implemented by the Immigration and Naturalization Service (INS), all U.S. higher education institutions must gather and submit data on foreign students from selected countries who are studying in the United States. The data include name, address, visa classification, academic status, and any disciplinary action taken against the student if he or she was convicted of a crime.

Compliance requires use of computer software compatible with the federally run Student and Exchange Visitor Information System (SEVIS), which, under development by the INS since 1996, received

stepped-up resources and deadlines this May.

- The USA Patriot Act gives the needs of SEVIS priority over protections from the 1974 Family Education Rights and Privacy Act, which generally prohibits the release of student information without student consent.

- Education institutions (including flight schools, language schools and vocational schools as well as colleges and universities) are required to participate in SEVIS or face loss of their ability to host international students.

The USA Patriot Act also permits the U.S. attorney general to apply for a court order granting access to education records in the possession of an education agency or institution that are relevant to an authorized investigation or prosecution of an act of terrorism. Officials may obtain the order and the records without notifying the student or parents involved. Colleges and universities are relieved of liability for good-faith disclosures of education records in response to such a court order.

The proliferation of study-abroad providers has made the questions of academic quality and integrity increasingly challenging.



abroad do so for one semester or less. This means that meaningful experiences in another culture become less likely if students spend only a few weeks in a new country.

Trustees should know that study abroad is a competitive business. Over the past ten years, the number of providers and programs has skyrocketed. Providers fall into four general categories:

- Colleges and universities that offer study-abroad programs to their students and to students from other schools;
- Consortia that make programs available to their members and sometimes to students from nonmember schools;
- Independent providers whose business is study abroad and related international programs;
- Universities abroad that directly enroll U.S. students.

The proliferation of study-abroad providers has made the questions of academic quality and integrity increasingly challenging. How does an institution determine whether a study-abroad program, even its own program, meets academic and safety standards? What are the standards, and how are they established? How can a campus be assured that faculty and program directors responsible for daily operations are prepared for the specific and unique responsibilities they undertake in directing or supervising a program abroad? How does one ensure that credits earned from a university in Paris, Cape Town, Athens, or Tokyo meet the same academic standards as credits earned on the U.S. campus?

Of the six regional higher education accrediting agencies in the United States, only the Middle States Association of Colleges and Universities has guidelines for evaluating study-abroad programs. These guidelines include criteria and advice on identifying programs for prospective students, determining acceptable transfer of credits, ensuring quality of instruction, and protecting the health and safety of the student.

Study-abroad programs offered by an American institution usually are hosted by a university abroad. Students are likely to be registered

at their home U.S. campus as degree-seeking students but also registered at the host university abroad as short-term exchange students. The foreign-university transcript forms the basis for the transfer of academic credit to the home university or to the student's U.S. transcript, which is the permanent record of the student's experience and earned credits.

No student should study abroad without knowing before departure that the credits will be transferred to the home campus, recorded on the transcript, and counted towards graduation. Credits earned abroad should have the same value as credits earned on the U.S. campus. That is why university linkages become critical to the success of study-abroad programs. They allow institutions to review one another (as in peer review among faculty) in order to determine the credentials of the instructors, the content of the courses, and the credits being transferred.

Finally, any assessment of the quality of a study-abroad program should factor in whether the student's experience truly includes immersion in a foreign culture; many programs are delivered in classrooms filled with other Americans in countries where English is commonly spoken.

Financial Aid for Study Abroad

For trustees, presidents, and senior administrators, the cost of study abroad has concrete financial implications, especially if students are receiving institutional aid. For many students, the lack of portability of institutional aid can create a disincentive to study abroad.

First, study abroad is expensive. Second, more than 70 percent of all U.S. undergraduates depend on financial aid. These two facts can make it difficult for any school to send students abroad. At some institutions, as much as 90 percent or more of the student body receives financial aid, with a substantial portion in the form

of institutional aid offered to offset the price of tuition, room, and board.

The practice of tuition discounting complicates the picture. Packaged as an institutional scholarship, a tuition discount becomes a problem when a student hoping to go abroad ends up requiring most or all of the total aid package to pay for the program. In other words, the home campus is asked to send abroad money that it never actually collected, given that its institutional scholarship was awarded in the form of a discount. This is one of the chief reasons some institutions are reluctant to expand study-abroad programs.

If all students seeking to study abroad relied solely on government financial aid, the problem of portability would be eased. That's because the use of federal aid for study abroad was approved by Congress in 1992, as long as the home institution approves the credit. State student aid,

under most programs, follows the same guidelines as federal aid, which means that most students are permitted to take all of their federal and state aid abroad.

Institutional aid, by contrast, because it comes from the endowment and other resources of the college or university, often is restricted for use on the home campus. From the perspective of the home campus, which has granted and invested institutional resources in a student, keeping the money stateside makes economic and financial sense. However, mission and money can clash when the intent of a school is to promote study abroad but the money simply is not available to an interested student. Institutional aid, given so generously to bring students to a campus in the first place, can become a barrier to the neediest students who want to go overseas. Moreover, this policy sacrifices the noble principle of equal access to all academic opportunities.

Case Study

SUNY Buffalo: A Public University With an International Mission

The University at Buffalo (UB), the State University of New York, is a large public research institution enrolling more than 26,000 students. Two boards of trustees are involved in the governance of UB: the State University of New York (SUNY) Board of Trustees, which oversees the entire 64-campus SUNY system, and UB's own board, which is called the UB Council.

At UB, there is a recognition that a global perspective must inform all of the institution's basic missions—teaching, research, and service. The UB Mission Statement 1996-2006, approved by the UB Council, refers specifically to the international area:

"UB will build upon the many cultures and traditions that have shaped us and our nation,

in order to better prepare our students and state for the global community and economy of the 21st century."

In keeping with this mission, Stephen C. Dunnett, UB vice provost for international education, developed a globalization strategy comprising the following priorities:

1. Ensuring that U.S. students have the knowledge and skills they need to be globally competent and well prepared for careers in the global economy;

2. Promoting the acquisition of proficiency in foreign languages and knowledge of other cultures among students and faculty;

3. Internationalization of curricula and promoting internationally oriented courses and programs;

4. Providing American students, faculty, and staff with the opportunity to participate in a broad range of richly meaningful overseas study, teaching, research, or professional development experiences;

5. Developing and supporting reciprocal and multilateral exchange programs with leading institutions worldwide and encouraging the participation of students, faculty, and staff in exchange activities;

6. Pursuing an overseas recruitment program aimed at increasing the enrollment of high-quality students from all world areas; and

7. Collaborating with U.S. government, higher education, and private-sector partners on offshore academic programs, institutional development

Hence, this is an area where an institutional commitment to a global perspective is tested in the realm of policy. If a campus is to give access to all students to study abroad for approved academic credit, then it is important for all aid, institutional included, to travel with each student. The solution to the conflict between a global mission and a ban on institutional student aid going abroad will depend on each campus's unique circumstances. But here are some useful principles for resolving it:

Commit to allocating resources. Study-abroad programs can be financed only if trustees are committed to letting mission drive the allocation of resources. For schools with limited institutional funds, targets for student participation should be set with the firm intention of increasing the number and percentage over time. Perhaps for the first five years, only language majors can go abroad, or only juniors, or only

those willing to enroll in one-semester overseas programs.

San Diego State University, for example, requires all students in its undergraduate international business program to study abroad. Warren Wilson College in Asheville, N.C., guarantees all of its students a trip abroad after the junior year, during which many students fulfill the college's community-service requirements by helping with development projects in Third World nations. However you phase in the rising targets, do not let the numbers of students going abroad remain static or drop.

Raise earmarked funds. Fund-raising for study abroad can be successful with a committed board of trustees and president who are willing to promote international education. Securing grants from state government, foundations, and corporations is another avenue. In addition, some schools raise student fees by a nominal

projects, and cooperative research endeavors.

In implementing its globalization strategy, UB works with the Office of International Programs (OIP) of the SUNY System Administration. "OIP serves as a clearinghouse to promote cooperation among campuses," says Timothy J. Rutenber, associate vice provost for international education. "Since students on any campus can register for another campus's program, we try not to have multiple campuses offering similar programs at the same site, and the system administration plays a role in that effort."

One of the major ways UB has implemented its globalization strategy is through an aggressive overseas recruitment program that seeks to achieve a balanced and diverse enrollment of excellent students from all world regions.

International enrollment has grown to more than 3,000 in

2002, or about 11.5 percent of UB's overall enrollment. "International students are valuable assets to UB," says Dunnett, "advancing the university's research and teaching missions, internationalizing the university community, enriching the cultural and intellectual life of the campus, and bringing a range of ideas, perspectives, and experiences otherwise unavailable to us."

UB's international activities are also critical to its mission as a research institution. Not only do international students play a crucial role in research in scientific and technical fields, but more and more faculty in these departments are foreign-born. In most fields, research has become a collaborative enterprise indifferent to national frontiers.

Through all the various inter-

national programs, UB has raised the university's profile around the world and polished its reputation as a world-class institution of higher education.



The reputation of an academic institution can be seriously damaged by overseas programs that prove unsafe or that tolerate inappropriate behavior by students.



amount to help make scholarships available for study abroad.

Encourage innovative thinking. Instead of building another dormitory, consider sending the number of students abroad that would have occupied that dormitory. In other words, build a program rather than another structure. For the school facing underenrollment, developing exchanges with institutions abroad offers an opportunity to "swap" students and perhaps place the desired number on the U.S. campus without exchanging any money.

Health and Safety in Study Abroad

The events of September 11 were particularly disturbing for the thousands of students from U.S. colleges and universities studying overseas. Most had just arrived for a semester or a full year of study abroad. Some were in countries not far from areas of conflict, such as India, Israel, Greece, and Nepal.

The reputation of an academic institution can be seriously damaged by overseas programs that prove unsafe or that tolerate inappropriate behavior by students, faculty, or administrators. For boards, there are liability risks.

When incidents occur within study-abroad programs, the geographical distance and cultural communication gaps can magnify the perceived potential for physical danger, improper supervision, or ill-advised frivolity. What's worse, it is more expensive to rectify problems or intervene in an emergency that is far from campus. Thus, health, safety, and emergency procedures must be considered well in advance to delineate clear policies and guidelines for action by students, faculty and program staff on site, and by home-based campus officials.

Because health and safety should be consid-

ered equal in importance to a program's academic goals, campus leaders must ask, for example, whether a class of students examining political systems in North Africa should journey into Libya, with which the United States has no diplomatic relations; when to evacuate students if a virulent disease strikes a developing country; and, indeed, whether some study-abroad programs should have been cancelled after September 11.

"Crises" have always been a presence in study abroad. But unfortunately, many arise from an institution's lack of planning, poor selection criteria of students and faculty, weak operating procedures, and inadequate training of participants in anticipation of emergencies.

General guidelines to maximize cooperation during emergencies among institutional staff, parents, and students were formulated in May 1997 by a higher education group called the Inter-Organizational Task Force on Safety and Responsibility in Study Abroad. (Visit the Web site at www.secussa.nafsa.org/safetyabroad/guidelines1298.html.) The higher education risk-insurance provider United Educators offers other guidelines. These include ensuring that your institution's students register with the State Department's Overseas Security Advisory Council, that students coordinate with the American embassy in the host country, that they weigh the advantages of group versus solo travel, and that administrators create a tracking system for overseas students and faculty.

At the start of every academic year, trustees should expect to see a campus international risk report dealing with study abroad. It should include (but not necessarily be limited to) the following:

- Information about crimes, illnesses, or accidents encountered by students during the last academic year;
- Procedures for screening host families;
- Assurance that the college attorney has reviewed the waiver of liability forms in the last 18 months;

The Internationalization Of Community Colleges

Community colleges were once thought of as institutions that serve the local community. But in the past two decades, they have increasingly embraced international education. Now accounting for well over half of the U.S. undergraduate student population, the nearly 1,200 community colleges make up the country's largest category of higher education institution.

Reflective of local environments and offering open access to a diverse student body seeking associate degrees and certificates, community colleges have been directly affected by global forces. They have responded with an array of international programs and activities to ensure that the workforce they are training is prepared with a global and diverse perspective.

Helping to drive the creation of international programs are two trends. First, international students are enrolling in U.S. community colleges in increasing numbers, and second, there is a growing recognition that the community college is especially suited as a model for developing countries.

During the 1999-2000 academic year, more than 85,000 international students were enrolled in associate-degree programs at community colleges. International students report that cost, flexibility, and availability of subjects likely to be useful when they return to their home countries have made U.S. community colleges attractive. Community colleges are responding to their increasingly diverse populations by developing programs to attract foreign students (though some have gotten in trouble for recruiting poorly prepared students solely to take advantage of their tuition dollars).

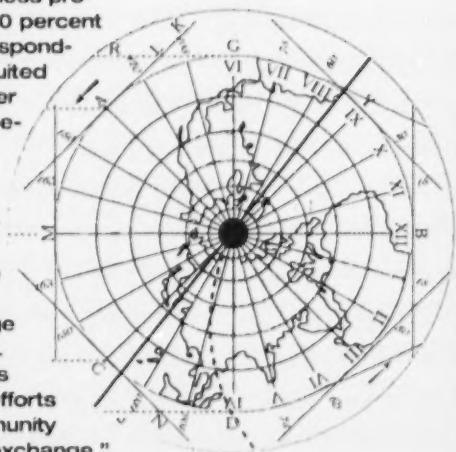
According to the Institute of International Education, overall foreign student enrollment in the United States has grown the most at community colleges—by 49.7 percent from 1993 to 2001. Community colleges consistently appear each year among the top 25 higher education institutions for international student enrollment in the IIE's "Open Doors" survey. Top community college destinations for foreign students in the 2000-01 academic year were Northern Virginia Community College, with 3,877 international students,

Montgomery (Md.) College, with 3,264, Houston Community College, with 3,201, and Santa Monica Community College, with 2,939 students.

Judith Irwin, director of international programs and services at the American Association of Community Colleges (AACC), reports that more than 80 percent of colleges responding to her organization's survey have integrated international components into course work, and 83 percent sponsor activities to promote global awareness. Reflecting increased demand, enrollments in community colleges with international business programs grew from 23 percent to 60 percent over the past five years. Of the responding colleges, 44 percent had recruited or hired faculty and staff from other countries or with international experience. And 78 percent either sponsored or worked in partnership with other education institutions to offer travel and exchange programs for study abroad.

As part of its effort to enhance global education, the AACC has embarked on a Community College International Recruitment initiative. "Its purpose is to assist institutions with their international recruiting efforts and to elevate the profile of community colleges in global education and exchange," says Irwin. "The initiative will provide an opportunity for community colleges to attract foreign students by sponsoring a series of international recruitment fairs designed solely for two-year institutions held in the most common countries of origin of U.S. international students."

Community Colleges for International Development (CCID) credits community colleges with maximizing access to education and promoting economic development in the United States. This organization also is enhancing opportunities for faculty. "We help to develop the international skills of faculty and then use them in an overseas context," says CCID President John Halder. "It translates to a better experience for the U.S. students in the classroom and is helping to shape the community college movement worldwide."



- Information about the people or the organization responsible at the location where students are living;
- Health and safety standards applied to providers of tours, cultural programs, and housing;
- A review of insurance coverage for students, faculty, and staff who are abroad on institutional business;
- Information about mailings to parents and students informing each about their respective responsibilities;
- Instructions as to how the board chair and other trustees will be kept informed in the event of an emergency.

Translating Mission Into Action

Trustees at institutions that embrace the international approach should ensure that their mission statement drives campus life and delivery of programs and services. The inclusion of a "global perspective" in the mission statement will remain hollow if the board does not monitor and encourage progress. The campus administrators and faculty members who execute the mission and strategic plan might consider establishing an office of international education. What follows are some suggestions for low-cost activities such an office can pursue:

1. Where possible, all printed and Web-based information should clearly state that the institution believes in and supports education with a global perspective.
2. Advertisements for appropriate campus job openings, whether in print or on the Web, should include the words "global perspective" or "international education" in the description. Applications should be encouraged from people who will actively contribute to this important aspect of the campus mission.
3. Candidates for faculty, administrative, and staff positions should be asked how they would incorporate a global perspective in their work. Will they learn a foreign language, advise the international students club, add international foods in the dining hall, or acquire international publications for the library? Are they able to work at a campus that embraces diversity? An international campus ethos can be nurtured over time by making it clear to all new faculty and staff that their participation along such lines is essential.

4. Flags from the countries of foreign students and scholars who arrive in the United States should be displayed prominently to say, "Welcome." Such decor lends an air of festivity to the dining hall, chapel, commencement platform, basketball court, or other central and heavily trafficked campus locations. For commencement, students, faculty, administrators, and trustees can be encouraged to decorate their gowns with patches from the countries where they have had an educational experience, no matter how long ago.

5. Require every student to have a passport. Then organize a passport night several times a year to encourage applications. If the event is open to the public, the protonotary, or local court clerk, will bring passport applications and answer questions. A local photographer could be invited to make passport photos available immediately to affix to the applications. Such an event is a public service to kids from the local high school planning to go abroad in the summer, to missionaries from the local church, to retirees planning a vacation, and to parents seeking passports for their children.

6. Create a "Friendship Family" program to help integrate international students and scholars into the community. Families are solicited from the campus and local community to serve as a contact and resource for students and scholars so they have a place to go for Thanksgiving dinner, a weekend away, inclusion in birthday and holiday celebrations, or shopping at the mall.

It is not the responsibility of trustees to micromanage such activities. But boards should keep a strategic focus on ensuring that such activities—when deemed appropriate—have been explored, implemented, funded, and evaluated for effectiveness. Regardless of their institution's financial health, trustees will have to weigh the merits of international education against competing and equally compelling interests. If trustees believe that a central purpose of their institution is to prepare students for global competency and citizenship, then a strong international education program should rise up the agenda. September 11 has demonstrated that international education can play a vital role in safeguarding national security and in opening minds to other cultures and peoples. ♦

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AGB Priorities

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BY CHARLES S. CLARK

Months before the terrorist attacks of September 11, AGB began planning an issue of *Priorities* on international education. Colleagues in our programs and research department had long noted a movement toward globalization in academe—among faculty, campus research offices, admissions committees, and students.

The tragic events merely made it more urgent that American colleges and universities of all stripes do more to maximize the extent to which their offerings help create more "global citizens" for our increasingly complicated world. In addition, the aftermath of September 11 led campus officials to take a fresh look at how they recruit foreign students and at study-abroad programs for American students.

As with any other major initiative their college or university embarks upon, boards of trustees have a special responsibility to ensure that all programs are suitable and consistent with the institution's overall mission. Some campuses more than others will find the necessary enthusiasm among students, faculty, and staff for such programs as intensive foreign-language study, student exchange, and study abroad. On a strategic level, some institutions more than others will find that a fresh injection of programs with international themes is indeed the new ingredient an evolving institution needs to continue its growth. Board members from different institutions must balance the fervent appeals they hear from advocates for international edu-

cation with some hardheaded self-examination.

To help boards decide whether, when, and how to travel farther down the international route in higher education, AGB turned to Karen Jenkins, president of the Brethren Colleges Abroad. It is a consortium with historic ties to the Church of the Brethren and a philosophical commitment to globalized education.

Previously, Jenkins worked at Dickinson College in Pennsylvania, where she was associate dean of the college and director of international education, and at St. Olaf College in Minnesota, where she was director of international and off-campus studies and international students and scholars. She has worked as vice president for institutional advancement with the Council on International Exchange and was founding editor-in-chief of the *Journal of Studies in International Education*. She also has performed development and financial consulting in some 20 developing countries, including Zambia, where she spent seven years. Jenkins has a law degree from Rutgers University and a master's in international relations from Yale University, and she did undergraduate work at Fisk University.

For AGB, Jenkins produced a practical text intended to provide governing board members with facts and insights into how they can assess their institution's prospects for launching or expanding programs in cross-cultural literacy, foreign-language fluency, international curricula, recruitment and integration of foreign students, and study abroad.

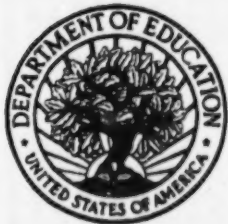
Perhaps at no other time in history would such pursuits be so worthy of consideration.

—Charles S. Clark is an AGB senior editor.



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